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This study hypothesized that mothers from a low socioeconomic area could be trained by teachers to implement an infant tutorial program using their 1- to 2-year-old children as subjects. The 20 mothers recruited were ADC recipients or met the OEO poverty definition. Mothers agreed to attend a 2 hour weekly class to learn teaching techniques to be applied at home. Meetings were divided between child-centered activities (presentation of educational toys and materials) and mother-centered activities (discussions on child management and birth control). The second year program suggested mothers use positive reinforcement, show increased interest in learning, and give children experience in problem solving. Study results showed that the infants made intellectual gains on the Stanford-Binet and ITPA. Mothers showed much interest in the 2 year program, attended regularly, and became involved in paraprofessional teaching and Head Start. Teacher observations during home visits indicated that mothers' attitudes changed positively in respect to teaching their infants. The study concluded that parents must be included in programs for the disadvantaged and that the time variable is crucial to attitude change since it was the second year before mothers developed the self-confidence to use at home what they had learned in class. (DR)

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Sociology 490

Dr. Mike Lewis

MOTHERS' TRAINING PROGRAM: THE GROUP PROCESS

by

Earladeen D. Badger

July 1, 1969

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INTRODUCTION

This paper is an attempt to describe the group process that marked the personal growth and positive identity of fifteen socially disadvantaged mothers. By definition, this group came into existence in the summer of 1967. It was hypothesized that mothers recruited from a low socioeconomic geographic area....primarily black and ADC recipients....could be trained to implement an infant tutorial program such as the ones described by Schaeffer[1] and Painter[2] utilizing professional teachers, using their 1-2 year old infants as subjects. Such an effort, if successful, would (1) extend the number of children reached by limited professional staff with minimal budget (2) stimulate the mother's awareness of the education needs of her infant and her role in meeting these needs (3) affect positively the educational prognosis of other children in the family as the mother incorporated her training into her role as mother (4) develop a sense of dignity and worth as the mother demonstrated self-help capabilities (5) provide a setting where family problems related to school failures and disappointments but beyond the mother-infant focus could be openly discussed and (6) contribute to the training of indigenous leadership by encouraging these mothers to become involved in the agencies for educational and social change within their own community.

METHOD

Recruitment

Initially, twenty mothers with infants between the ages of twelve and twenty-four months were recruited. Sixteen of the mothers were ADC recipients while the remaining four mothers had families that met the OEO poverty definition acceptable for Head Start admission.

During the initial contacts, the mother was asked if she were willing to attend a two-hour class each week where she would be instructed in teaching techniques to use with her infant at home. In order to make appropriate babysitting arrangements for her children, she would be paid $1.50 an hour to attend these meetings. Transportation to and from the meetings would also be provided. She was asked, further, to agree to apply these teaching techniques with her infant for a period of time each day. She would not be paid for this work-time at home, but the toys used to implement the instructional program would be given to her baby. Finally, it was explained that the infant would be tested at home before and after the program to determine how successful she had been as a teacher.

Although the mothers readily acknowledged the importance of education to their children, they did not recognize their contribution to that enterprise. The suggestion that they could learn ways to stimulate the mental and language development of their babies at home was received with skepticism. Needless to add, many mothers agreed to participate in the program with only a limited commitment. Generally, it might be fair to characterize the mothers' initial acceptance of the program as follows: They wanted their children to have a better education than they had had and were favorably impressed by the educational opportunity offered their infant regardless of how inadequate they may have felt about their own participation as a "teacher."

Background of the Mothers

After enrollment had stabilized in November 1967, the group of twenty included eighteen Negro and two Caucasian mothers. Three of the Negro women were grandmothers who were included because they

assumed the primary responsibility for the infants. The two white mothers and four of the Negro mothers had been born in the North; the others had migrated from the South, principally from Mississippi but also from Georgia and Arkansas. The ages of these mothers ranged from 19 to 56 years, with a mean age of 29.4 years. Their educational level ranged from 6 to 12 years, with a mean of 9.2 years. These mothers had from 2 to 12 children, with a mean of 4.9 children.

Public assistance through Aid to Dependent Children was the total or partial support for sixteen of the families included in this study, and the fathers were absent from all but two of these homes. Six of these mothers worked on a part-time basis (domestic day-work) to supplement ADC funds; three had stable full-time employment (a hotel maid, an aide in a nursing home, and a drug store cashier), and one attended a beauty culture school on a full-time basis. In the families of the three participating grandmothers, the mothers of the infants were full-time students. Four of the families in this study were self-supporting. Three of these families represented intact marriages. Two mothers were employed full-time; one worked a sixteen-hour day at a factory assembly-line job and an evening food service job and the other supported herself as a food caterer. With only one exception (the family in which the mother worked a sixteen-hour day) the annual income of these families did not exteed $4000.

Initial Characteristics of the Children

The mean chronological age of the twenty infants who participated in this study was nineteen months at the time of the initial intelligence test, with a range of 14 to 26 months. Nine of the subjects were female, 11 were male, 18 were Negro and two were

Caucasian. The initial mean Cattell IQ of this group was 97.6, and IQ scores ranged from 79 to 120.

First-Year Intervention

To encourage discussion, the twenty mothers were divided into two groups of ten which met separately. Two staff members conducted the weekly two-hour meetings over the seven-month period that the two groups met during the first year. During the weekly meetings one staff member functioned as a group leader while the other served as a recorder. After each meeting, both staff members evaluated the content presented and the interactions among the members of the group.

In general, the weekly meetings were divided between child- and mother-centered activities. The first category included the presentation of educational toys and materials with an appropriate teaching model and required strong staff leadership. The mother-centered activities involved group discussion directed toward child-rearing problems in today's society and was intended to foster a sense of responsibility in the mothers for themselves, their families, and the community in which they live. That portion of the meeting often involved minimal leader participation, since the group would provide its own vehicle for attitude change through interactions among the members.

Eleven educational toys were chosen as the instructional media for the intellectual and language stimulation of the infant but were, of course, equally important as the media in which a positive interaction between mother and child occurred. In addition, crayons, scissors, play dough, chalk and slate, inexpensive books, a lending library of thirty wooden inlay puzzles, and simple object lotto games were provided. A child's table and chair

and a plastic laundry basket for toy storage were supplied as conditioners of good work habits and to foster order and organization in the home. (The budget for expendable educational materials was $50 per child.)

The mother-centered aspect of the weekly meetings was not planned by the staff alone; rather, the group response to previous material guided the selection of discussion topics. The leader was prepared to introduce a new topic at each meeting but was willing to change the agenda when a more relevant topic was brought up by one of the mothers. Among the topics which provoked meaningful discussion were child discipline, birth control, and the generation gap. On occasion, pamphlets or magazine excerpts were distributed for reading prior to discussion sessions. Films ("Guess Who's Coming to Dinner?" and "Palmour Street") and speakers (a militant Black Power advocate and a family planning expert) were included as were a trip to the public library to provide library cards for all mothers and to explore the resources of the children's library and a visit to a demonstration nursery school. After group identity had been established, discussion sessions were sometimes replaced with role-playing dealing with the generation gap, recruiting mothers for a new Mothers' Training Program, and mother and infant during a "work" session.

In addition, monthly (more often when necessary) home visits by staff were made to reinforce the teaching principles introduced at the meetings and to help individual mothers establish a positive working relationship with their infant. They also served as a follow-up contact whenever a mother was absent from a meeting. In all cases, these visits were welcomed by the mothers and might be described as fostering a kinship relationship with the family.

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Second-Year Intervention

After assessing the results of the questionnaire (See Appendix I) which the mothers submitted to at the end of the first year program, both groups were asked to vote on whether they wanted to participate in a second year program. Fifteen mothers responded positively. Accordingly, these fifteen mothers were consolidated into one class that met weekly during the second year for a total of 30 meetings (October 8, 1968 - May 27, 1969).

Class time was divided as during the first year to include mother-centered and child-centered activities. With the exception of the last two months (when an additional staff member joined the group), only one staff person participated in the second year program. In an effort to demonstrate the abilities of the indigenous leadership present within the group, all program activites were shared. This included note-taking during meetings, rotating class leadership within the group, program planning, and making home visits. Strong commitment to program goals, positive self-identity and group interaction, and interest and active involvement in community action programs were the expressed characteristics on the part of the mothers in the second year program.

The infant subjects were between the ages of twenty-four and thirty-six months at the beginning of the second year program. Behavioral characteristics observed by the staff person during home visits included (1) a positive working relationship between mother and child which was regularly reinforced by praise and approval on the part of the mother (2) increased attention span and interest in learning (3) a logical order in thinking marked by transfer of learning in the child's shift from old to new material and (4) persistence and high frustration tolerance in problem-solving. Attractive toys were not as important as they were the first year. The important

variable seemed to be the positive relationship between mother and child. The mother's pride in her child's success appeared to be mutually reinforcing. A lending library of toys offered a multiplicity of experiences for the children. A variety of inexpensive materials introduced activities that stressed number concepts, classification, sorting, patterning, and sequencing. But the main emphasis with the children during the second year was on the use of books and pictures to extend language and encourage abstract thinking. The children began to "love" books and learned to handle them with care.

The major difference between the first and second year in the mother-centered meeting content was the greater quantity of time spent during the second year discussing issues related to community action programs, and for some mothers, expressed involvement. Verbal interaction during meetings was consistently lively and meaningful to the group as those mothers who ventured out into the community began to share their views. (This was not possible during the first year as this kind of group direction had not begun to be realized.)

Experiences which appear to have been most meaningful to the group in the program content area are as follows:

1. Rotational leadership. Five mothers presented "talks" and moderated the discussion that followed in order to gain experience in group leadership.
2. Sharing staff responsibilities. One mother served as note-taker at meetings for the year; four mothers were trained as home visitors and ably performed in paraprofessional capacity.
3. Planning meetings. The group planned and presented a demonstration of things they had learned in this program for

eight visiting teachers from Peabody Teacher's College in Tennessee; four mothers presented a taped panel discussion on family planning; one mother arranged for a speaker to present a talk on Black History; mothers planned and participated in video taping of problem-solving related to community and family pressures.

4. Group response. The mothers frequently volunteered suggestions during program material demonstrations at the meetings. Also, there was spontaneous feedback on teaching principles and concepts presented by the staff person which was not evident during the first year program. It seemed evident that improved self-concept and self-confidence in capabilities was felt and expressed during the second year.

5. Response to guest speakers. Besides individual mothers presenting "talks," there were several guest speakers welcomed by the group. With the exception of one speaker, who came in as an "expert," the group was generally receptive and responsive, particularly when the subject related to community action program.

Experiences which appear to have been most meaningful to the group in the area of community involvement related to the group's expertese in infant or preschool education. Perhaps the most outstanding example of self-help and purposeful direction is one mother of seven children (under 9 years of age) who enrolled in O.I.C., attending school for three hours a night, four nights a week, for a period of three months in order to be able to pass the G.E.D. high school equivalency test so that she could get "off Welfare" and get a job as a paraprofessional teacher. She is one of the four mothers in the group who have been hired to work as paraprofessional teachers

in Dr. Merle B. Karne's demonstration preschool classes at Colonel Wolfe this summer.

Head Start program involvement has been a particular area of interest to our group. One of the mothers was initially hired as an assistant teacher at the beginning of this year; she has since been promoted to Head Teacher. Two mothers presented a talk about our program to Head Start Parents' group. Another mother attended a Head Start in-service training meeting in Chicago for three days. Also, four mothers assumed responsibility for this summer's recruitment of Head Start children.

There have been other examples of involvement in community affairs. One mother presented a short talk at a PTA Council meeting, suggesting that all mothers should have an opportunity to know how to help their children prepare for success in school by participating in groups such as ours. Another mother volunteered her time to serve as a catalyst in a new mothers' group which formed through a local public school. Five mothers took advantage of a planned trip to Chicago to her Rev. Jesse Jackson and to learn more about self-help programs in large metropolitan areas.

It is noted that in all of the specific examples of mothers' involvement cited thus far, there is an overlap and that there is in fact a total of <u>nine</u> mothers out of the group of fifteen who have been so involved. However, total group involvement was recently demonstrated when a meeting was called through the local EOC office to discuss the possibilities of establishing a Parent-Child Center in this community. Twelve of the mothers were able to attend this Friday night meeting and they were the only persons indigenous to the neighborhood who did attend the meeting. A letter of intent and interest was directed to Washington, D.C with all fifteen mothers' signature, and it specified that they would be willing and inter-

ested to help organize and work in such a Center.

RESULTS AND DISCUSSION

The objective evaluation of the results of the two year program can be seen in the attendance of the mothers at the meetings as well as in the intellectual gains made by the infant subjects.

The mean attendance of the two groups of ten mothers during the first year was 81%. The second year mean attendance for the one consolidated group of fifteen mothers was 80%. The stable attendance record over a two year period is all the more impressive when we are reminded that with few exceptions, these are the mothers that are described, analyzed and diagnosed as belonging to the "culture of poverty" by Rainwater,[3] Moynihan,[4] Frazier,[5] and Lewis.[6] Sociological and anthropological studies have done their job in convincing the American middle class that the lower class, and in particular, the Negro lower class, was self-perpetuating and what it was doing to itself was a result of its own defective and disabling "culture." Until recently, this theme has tended to direct attention away from what the rest of society was still doing to the Black poor.

Rather than extrapolating the relative significance and meaning of these mothers' participation, as measured by their attendance at meetings, I would be willing to concede that fifteen is a small sample. What about the five mothers who didn't elect to participate in the second year program? One of the mothers we "reached" only fleetingly the first year. She was an 18 year old girl who had three illegitimate children and who became pregnant shortly after the program started. In a follow-up on her, it was learned that she deserted her family and left the community; her three children were left in the physical custody of the maternal

grandparents. The second mother died in the summer of 1968 and her children returned to Arkansas in the custody of the maternal grandparents. The final three mothers secured full-time stable employment (beautician, practical nurse, clerical worker at University of Illinois). These employed mothers maintained contact with the staff person during the second year and often sought supportive help in their difficult management of their dual roles. All three of these mothers verbalized their concern in not being able to continue in the program and thereby help their children learn what they need to know.

While the test results on the infant subjects as measured by the Stanford-Binet and Infant Cattell after the first year were not significant, the test results were significant after the second year (Stanford-Binet and ITPA).[7] The latter results conclusively prove that poorly educated, lower-class mothers can be trained to stimulate the intellectual growth of their preschool children.

In a subjective evaluation of the mothers' participation and involvement as well as their commitment to the goals of this program, it is necessary to isolate and consider those ingredients which appear to be relevant. Before doing this, we must return to the tradition of the "culture of poverty" and all that this unfortunate term implies. It was Kenneth Clark who initiated the breaking of this tradition. He raised some challenging issues to the large middle-class society who must somehow feel responsible for the pathology of the lower-class Negro family:

> "Human beings who are forced to live under ghetto conditions and whose daily experience tells them that almost nowhere in society are they respected and granted the ordinary dignity and courtesy accorded to others will, as a matter of course, begin to doubt their own worth. Since every human being depends upon his cumulative experiences with others for clues as to how he should view and value himself, chil-

> dren who are consistently rejected understandably begin to question and doubt whether they, their family and their group really deserve no more respect from the larger society than they receive. These doubts become the seeds of a pernicious self-and group-hatred and the Negro's complex, debilitating prejudice against himself..."[8]

Thomas Gladwin responded to the issues raised by Clark, expressing doubts about the poverty-culture school of thought. He offered two characteristics of the subculture that I believe constitute starting points for change. He says that in any "community development" program there must be an effort to convince the poor that they <u>can</u> control their destiny and that they <u>do</u> have a future.... not to bring these conditions to reality, but simply to convince people that they are so.[9]

An important ingredient of this program was the sincere belief that socially disadvantaged mothers <u>can</u> change their lives and that they <u>want</u> to. A common characteristic of the mothers during recruitment and in the early stages of the program was a feeling of lack of dignity or worth and resisting change through withdrawal and helplessness was their defense.

An equally important ingredient of this program was the sincere <u>belief</u> that socially disadvantaged mothers can become effective teachers. It made little difference what kind of educational background the mother had. The important criteria of success was the relationship she established with her child. As soon as mother and child were able to work together with mutual respect, the mother easily utilized the toys and materials demonstrated in class.

In order to implement these beliefs during the meetings, the leader was constantly mindful of the following:

1. <u>Self-image of group</u>. Mothers were accorded the same respect as professional teachers. Respect for their ideas and their ability to succeed served to convince them that

they could teach.

2. Group responsibility. Each mother could expect help in fulfilling her commitment to the goals of the program. This was defined as a function of the group. Success or failure was shared. The leader translated this as a principle of the "group process" in order to insure the cohesiveness of the group.
3. Role of leadership. The leader's presence was always felt. She provided a model of what was appropriate. She reinforced meaningful and pertinent aspects of a discussion, but the group provided its own vehicle for attitude change through interaction with each other.
4. Honesty. The leader must at times say those things that may not be pleasant to hear. If mutual respect exists, the leader can confront the group with the inadequacy of their defenses, ie. withdrawal and helplessness. The members will face these issues with each other once the process is initiated by the leader. (It is noted that this leader concurs with those therapy sources which indicate a direct, assertive, specific approach rather than the more subtle, abstract, insight-oriented method often used with middle-class clients.)[10,11]

From my vantage point as program coordinator, group leader, and teacher, I submit that this group of lower-class Negro mothers changed their life style from hopelessness and helplessness to purposeful direction. It began when they learned they could be effective teachers of their infants. It continued for some in their present paraprofessional involvement as teachers in Head Start and in the University preschool classes. There were other positive directions (described under Second-Year Intervention). As a group,

they are presently alive with enthusiasm and self-determination to change their lives and the lives of their children. Nathan Wright, Jr. raises the challenge for black people when he says, "We have not become what we shall be."[12] He writes of black power creatively when he discusses the power of self-determination, pride, self-development, self-respect, and self-sufficiency. These are the qualities which presently best describe this group of mothers.

Perhaps the most significant secondary gain of this program, which I believe is a manifestation of the control these mothers have over their destiny is in their changed attitude towards birth control. In a group with high fecundity, only <u>one</u> mother became pregnant during the two year period. Or, stated another way, as this group of mothers learned to control and order their lives in one area, this control was extended to other areas. They became motivated users of contraceptive devices. Statements such as, "The most important thing I do every day is take the Pill," or "I <u>know</u> I'm not going to have any more children," were frequently voiced during meetings and echoed by other members of the group.

If we consider the results of this program only in terms of the impact it had on the mothers and infant subjects directly involved, I believe we would fall short of the overall scope. I would submit that any program for the disadvantaged which directs itself to the education of parents hits the real target. Head Start as it functions presently as well as those other preschool programs which are labeled "preventive" only involve professional teacher and child. Parents are left out. It is not surprising then that most of the childrens served on a one-to-one basis are still nonachievers when they hit the public school system. I con-

ceive of positive change in the home, school, and community only if parents are directly involved. They must be included in every program for their children. Behavioral characteristics related to "success" in school are learned at home and they extend from parent to child. If and when parents change their attitudes about themselves, then so will their children. Defeatism, powerlessness and alienation must be replaced with involvement, an involvement such as the kind and quality described in this Mothers' Program, which began with an interest and concern for their child's future and extended to a felt need to change the institutions in our society that have maintained the status quo of the poor lower class.

The important variable in this program or any program that is hoping to affect attitude change coupled with social action is time. It may be difficult for present day community and group organizers of the poor to believe that all is not accomplished with fiery speeches or anger. This is only part of it, and a small part of it at that. In our first year of weekly meetings (twenty-eight), there was very little group response to community problems. In spite of numerous attempts on the part of the leader to activate such involvement, results were discouraging. Learning how to listen and participate verbally in a group first comes at the "feeling" level. It must be remembered that these mothers had spent the greater part of their lives "tuned out" to the world around them. To exist was to survive, and to survive was to succumb. In comparing the exciting kinds of group involvement so evident during the second year with the many difficult meetings of the first year, it seems apparent to me that the time variable is an important one in the evolutionary process of the group therapy approach. Mothers related on an individual, personal level with

all of the limitations their backgrounds included long before problem-solving was included as part of the group's interaction. Initially, the leader was the only person of strength and direction that the group could draw from. But, as leadership emerged among group members, new identifications were formed. This was particularly apparent in one of the two groups in operation during the first year. Group interaction coupled with problem-solving in this group was greatly facilitated by the presence of two mothers who provoked extrapersonal involvement, one because she was white, and the other, because she represented the Black Power movement in the community. Yet, group cohesiveness was stronger in the other group which I would describe as low-verbal in relation to the interaction amongst members. So, contrary to popular opinion, I would suggest that the quantity or level of verbal interaction does not in itself accurately describe any group process.

We do know that at the end of the first year, there was a strong commitment to program goals, as evidenced by the vote of fifteen mothers to continue in a second year program as well as the results of their evaluation of the program (See Appendix I). Program goals the first year included (1) the use of positive reinforcement to extend and encourage desired behavior in the infant subjects and (2) order and organization in the structure and use of program materials. There were numerous applications of these goals, ie. ability to plan ahead for meetings, finding time to give individual positive time to their child, etc. But, it was not until the second year that the mothers appeared to have the self-esteem and self-confidence to implement what they had learned outside of their homes.

IMPLICATIONS

The implications of this program for involvement of parents in

Head Start, Parent-Child Centers, and community action programs seems to point to the time variable in determining program expectations. Perhaps the failure of many program sponsors to consider this variable when determining expectancies of the parents they are to serve explains why so many programs fall short of their goals. The pay-off may never occur if program coordinators fail to recognize that success must be coupled with unlimited perseverence and patience. Short-term programs rarely yield more than short-term benefits. Involvement on the part of parents must be matched with an involvement of institutions and leaders of programs that are designed to serve. Lastly, there must be structure in planning and programming. Behavioral goals need to be defined and realized before self-help and self-realization can be felt and expressed.

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APPENDIX I

EVALUATION OF PROGRAM

The mothers evaluated the program during the last class by answering a questionnaire which the staff had prepared beforehand. Each mother went individually to another room and was interviewed by a person who had not been involved in the program, because the staff did not feel that they could administer the questionnaire without giving away the "right" answers. Mothers answered questions and added any additional comments they wanted to make. Several questions have more than one appropriate answer, and the mothers were told to choose the answer that suited them best. A copy of the questionnaire follows. A tally of the responses of the twenty mothers appears in parentheses before each answer.

1. The most difficult toy to teach my baby was

   a. Snap Beads.
   (3) b. Graduated Rings.
   (3) c. Stringing Beads.
   (7) d. Shapes, Colors, and Sizes.
   (7) 3. Form Box.

2. My baby's favorite toy was

   (1) a. Shapes, Colors, and Sizes.
   (4) b. Stringing Beads.
   (4) c. Form Box.
   (10) d. Snap Beads.
   (1) e. Other_____.

3. The best toy for teaching a child to <u>follow</u> <u>instructions</u> is

   (2) a. Pounding Toy.
   (11) b. Stringing Beads.
   (7) c. Play Dough.

4. The best toy for teaching a child to <u>think</u> or <u>solve</u> <u>a</u> <u>problem</u> is

   (1) a. Snap Beads.
   (5) b. Blocks.
   (14) c. Form Box.

5. The best toy for teaching a child to have fun and be successful is

(9) a. Play Dough.
(3) b. Shapes, Colors, and Sizes.
(8) c. Learning Tower.

6. In encouraging your child to learn, it is most important to

(2) a. Make sure the house is clean.
(16) b. Praise him when he does what you want him to do.
c. Scold him when he makes a mistake.
(2) d. Demonstrate the toy several times.
e. Let him know that you know more than he does.

7. If your child refuses to do what you ask with a certain toy or he starts to "fool around," you should

a. Give in, and let him play with the toy he likes.
(2) b. Give him another toy.
(14) c. Put the toys away and try again when he more cooperative.
(2) d. Try to coax him by giving him something to eat.
(1) e. Whip him.

8. In teaching how to stack cans or boxes, you start out with

(1) a. 5 boxes or cans.
(18) b. 2 or 3.
c. Only 1.
(1) d. As many as you can find.
e. None of the above are right.

9. When you are playing with your child, try to encourage talking by

a. Giving him a cookie.
(3) b. Talking baby talk to him.
(2) c. Show him pictures.
(12) d. Talking to him slowly and clearly.
(3) e. Keep quiet so he can talk.

10. Having your child help to put his toys away is important because

(2) a. You have less to clean up.
(2) b. No one wants a dirty house.
(15) c. You begin to teach him that order is necessary to life.
d. You might lose a part of a toy.
(1) e. It gives him something to do.

11. The easiest shape to teach a child is

a. Triangle.
(20) b. Circle
c. Odd shape.
d. Square.
e. Thin shape.

12. In teaching my child, it is most important that I

(1) a. Whip him when he needs it.
(15) b. Have a good relationship with him.
c. See that he gets to bed on time.
d. Have him eat with good manners.
(4) e. Let him know who's boss.

13. In a democracy, it is important for parents to feel that

(13) a. Children's rights need to be respected too.
b. Spare the rod and spoil the child.
c. Kids can do whatever they want.
(7) d. Parent's rights come before the child.

14. What I enjoyed most about being in this program was

(1) a. One afternoon out a week.
b. Giving my baby toys that I couldn't afford to buy.
c. A chance to get together with other mothers to talk over problems.
(9) d. Doing something that will help my child.
(10) e. Learning new ways to improve my child's behavior.

15. In giving time to my child each day with the toys

(4) a. I really have to organize my time.
b. I don't get my housework done.
(1) c. The other kids are jealous.
(4) d. I find that he's easier to handle.
(11) e. I feel better as a mother.

16. I'm convinced now that

a. Kids shouldn't go to school until they're 5 years of age.
(4) b. The earlier you start teaching a child, the better.
c. Nursery school age is soon enough to start learning.
(16) d. All babies should be in a program such as this.

17. Mothers can teach their babies only if

(1) a. They have lots of toys to work with.
(3) b. They have a table n' chair set to work on.
(16) c. They have a good working relationship with their baby.
d. They have a college degree.

18. I now think that

a. Only professional teachers should teach children.
(3) b. Grandmothers should let the mothers have the most to say in raising their children.
(17) c. Mothers can influence the mental growth of their babies.

19. I have found that my child learns the toys faster when I

(18) a. Praise him everytime he does something right.
(1) b. Leave him alone.
c. Let him know that I don't like it when he makes a mistake.
(1) d. Give him something to eat.

20. The biggest value of this program has been

a. For the University research.
(5) b. For me, as a mother.
(7) c. For my child.
(7) d. For our whole family.
(1) e. Ruth and Erla.

Additional comments, if any:

Questions 1 and 2 called for "any answer." Those three mothers who named the Graduated Rings as the most difficult toy to teach were presenting it with the discs <u>out of order</u> at the time of the questionnaire, a more difficult task. Presented thusly, putting the discs back on the spindle <u>in order</u> is not easily accomplished before 3 years of age.

Questions 3, 4, 5, 8, and 11 were related to the mother's understanding of the concepts in teaching the toys. We should comment that those mothers who chose Play Dough in 3 and Blocks in 4 were presenting these Fun Toys in a structured manner. Several mothers had difficulty letting their babies freely manipulate the Fun Toys. It was not easy for the mother to function differently, depending on the toy, and we had mothers who had to"teach" the Play Dough and Blocks. Those two mothers who chose (a) and (d) in question 8 had the oldest babies in the program and these babies could easily do the two tasks with 5 seriated cans at the beginning of the program.

Questions 6, 12, 17, and 19 related to positive reinforcement. Those mothers who chose (e) in 12 had some problems initially in <u>directing</u> the activities with their babies during the work session.

Their response was appropriate in terms of their awareness of the particular problem they had.

Questions 13, 14, 15, and 20 dealt with mother's needs versus child's needs as they related to the program. In question 13, (d) was poorly worded and confusing to the mothers.

The difficulty the grandmothers had in changing attitudes or admitting deficiencies in their child rearing methods was shown in the questionnaire. In question 7, one grandmother chose (e) and another said none of the answers applied to her as she "never had this problem." In question 12, the two who selected (a) were grandmothers.

Some of the additional comments supplied at the end of the questionnaire are given below:

> I wish they'd had this program when the rest of my kids was coming up. It teaches them not to be so selfish.
>
> They should keep the program all the time for other babies. Mothers in this should not stop but keep on doing this with this child and others to come.
>
> This kind of a program should be taught to all mothers. I never knew the best kind of toy at all.
>
> I got a lot of enjoyment out of the program....and my kid did too.
>
> I have enjoyed it very much. It has helped me and him. He has enjoyed it. It makes him more happy. I learned a lot of things I could teach him.
>
> It's been good for the whole family. He's learned the value of things he has to take care of. He follows directions from others too. It's already helping my newest baby. I don't just leave him to play alone now.
>
> The program has changed our whole house. It looks like I have more time. It makes you think more.
>
> It helped me a lot. It helped me to learn a lot about my child that I didn't know....how to handle her when she can't have her own way. Usually I'd give in. Now, with the toys, I don't give in. It's taught her she can't always have her way.

It has made my baby learn more than if I hadn't come. The others listen in too.

Sometimes neighbor children come over and I teach them. I go tc other homes to teach mothers how to play with their children. Now wome of them can string beads and things. It seems like when someone comes, my boy wants to show them how to do things with the toys.

There should be more of these programs. It gives the new babies a better start.

I learned quite a bit. It should continue. I have nine children and it's helped me know how to help them.

It has changed Cynthia. She was real stubborn. Now she behaves better. She used to be afraid of the teacher. Now she likes her.

It has changed me. I didn't use to take up much time with my children, talking to them, or taking them places. Now I take them to the parks and to church. We have a lot of fun.

These kinds of programs should be everywhere. I really enjoyed it.

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